



INSTITUTIONAL EFFECTIVENESS COUNCIL

Thursday, April 11, 2013
1:00-3:00 p.m.
Board Room

AGENDA

- I. **Call to Order**
 - A. College Update
This is an opportunity for Council members and/or administrators to update the Council on changes in issues of importance to the Council since its last meeting. Items requiring discussion must be placed on the agenda prior to the meeting.
- II. **Reports**
 - A. Visioning Session Update (McVean)
- III. **Consent Agenda**
 - A. Minutes – March 7, 2013
- IV. **Action Items**
 - A. Integrated Planning Guide (First Reading)
- V. **Standing Reports**
 - A. Vice President of Academic Affairs and Student Services
 - B. Vice President of Administrative Services
 - C. Superintendent/President
 - D. Review Board of Trustees Agenda
- VI. **Next Regular Meeting Date:** May 9, 2013 ~ 1:00 – 3:00 p.m., Board Room
- VII. **Adjournment**

INSTITUTIONAL **EFFECTIVENESS **COUNCIL
LAKE TAHOE COMMUNITY COLLEGE DISTRICT****

AGENDA ITEM REQUEST

REPORTS

CONSENT

ACTION ITEMS

FROM: Superintendent/President

SUBJECT: Visioning Session Update

Description of Item: The College and community will be invited to a visioning session on Saturday, June 1st, 2013. Staff will update the council on additional details at the meeting.

APPROVED for April 11, 2013 meeting

SIGNED: _____
IEC Chair

DATE: _____

SIGNED: _____
Superintendent/President

DATE: _____

LAKE TAHOE COMMUNITY COLLEGE

INSTITUTIONAL EFFECTIVENESS COUNCIL

Thursday, March 7, 2013
1:00-3:00 p.m.
Board Room

MINUTES

PRESENT: Jeff DeFranco, Tom Greene, Megan Jones, Jon Kingsbury, Diane Lewis, Aaron McVean, Michael O’Laughlin, Arturo Rangel, Shelley Hansen, Tim Johnson

ABSENT Kimberly Doig

STAFF: Kurt Green, Peter Bostic

GUESTS: None

Call to Order Jon Kingsbury called the meeting to order at 1:04 p.m.

College Updates Aaron McVean invited the college to attend the College Planning meeting scheduled on March 13, from 8:30 – 10:00 a.m. in the Aspen/Board room.

Reports

New Grant Funded Classified Position: Program Coordinator/Student Support Specialist TRiO – Upward Bound (UB) Tracy Thomas updated the council on the history of this position, as it was previously filled on an interim basis. It is important to hire a permanent Program Coordinator/Student Support Specialist moving forward.

Consent Agenda Passed unanimously by general consensus to approve the consent agenda as presented.

-Minutes February 7, 2013 – Regular Meeting
-Minutes – February 21, 2013 – Overflow Meeting
(Attachment A, B)

UNADOPTED MINUTES

Action Items

How effective is the institution at addressing strategic issues #3 and #4 and their respective goals and objectives?

Aaron McVean noted community engagement is a focus and priority of the college. There is a dedicated position that is in place to address community engagement and identifying effectiveness is going to be a goal moving forward.

Strategic issue #3 – Community Engagement

Goal #6 – Heighten Community Awareness

Peter Bostic noted the Superintendent/President has made significant strides in connecting with the local community seen through active participation in service clubs, and with Dr. Greene who is the Executive Director of the Tahoe Prosperity Center.

A survey to measure and identify objectives will be ready in the next couple of months. Targets which include Latino and philanthropic priorities are of high priority.

When considering the meaning of community, the college is looking at residents, school agencies, governmental officials, local businesses and should include all demographics on both a micro and macro level. This aids in embracing the entire basin.

Goal #7 – Community Leadership and Partnership

Measurements can include social media, fundraising, gifts and the upcoming 40th anniversary in 2014.

Questions related to finding national models to compare the college's standards to identify base lines were discussed.

Strategic issue #4 – College Sustainability

Goal #8 – Fiscal Stability, Resilience and Vitality

Performance indicators include more diversified revenue streams. These include TRiO grants and have brought grant dollars into the institution.

Facility improvements seen with electricity and natural gas usages. Jeff DeFranco understanding life systems for key units on campus are important and should be mindful when identifying data points. Higher level aggregates seen with inventory and adding additional indicators could be important. Having the capability of monitoring usage for the building and identifying these measurements and potential savings are ideal. Life cycles, deferred maintenance numbers, and survey elements are important to support the mission of the campus while leveraging and aligning revenues to resources.

Suggestions of adding an indicator for safety on campus was encouraged.

UNADOPTED MINUTES

Goal #9 – Vibrant Learning Spaces

Indicators include technology seen with the age of instructional and operational computers. The Technology Master Plan was developed and implemented and the targets for this performance indicator will be met in 2016/17.

Faculty Staff Experience (FSE) surveys to ensure that technology support efforts meets the needs of the college will be distributed. Additionally, an FSE survey to identify technology resources at LTCC is sufficient to meet instructional needs.

Goal #10 – A Dynamic Workforce

It was suggested to identify how often professional development funds are utilized and what can be brought back to the institution to educate the campus. Ideas of connecting the professional development funds to the strategic plan were also noted. Identifying how to relate and improve training methods to bridge the gap with minority enrollments were encouraged.

External equity seen with full-time faculty, part-time faculty, classified and confidential employees, directors, and administrators are targets to fall at market median in 2016/17.

**2013 Budget
Assumptions and Goals
(BAG)**

Passed unanimously by general consensus to approve the 2013 Budget Assumptions and Goals as presented.

The BAG has been reviewed in President's Council and the Budget Council. It was determined the FTES level would be set at 1,750. The recent and urgent need for a new phone system, aided in developing these budget assumptions and goals.

A balanced approach seen in paying down deferrals from approximately \$800 million to \$622 million while identifying reserves assumptions were reviewed. The unrestricted contingency reserve will be reset at 10% of the proposed unrestricted expenditures for the new fiscal year, or, approximately \$1.4 million based upon the recommendations from the Budget Council.

Declining enrollment reserves held a balance in 2008/09. This is being reestablished for the 2013/14 fiscal year with a suggested minimum balance of \$200,000; this was reduced from \$300,000 after recognizing the need to replace the phone systems.

Retirement benefits reserves are made up of certain unrestricted amounts from 2012/13 and the restricted Bookstore Reserves transferred into Fund 69 will be used to fund payments made to early retirees. The projected balance of this reserve will be approximately \$250,000 to \$300,000 moving into the 2013/14 fiscal year.

UNADOPTED MINUTES

Standing Reports**VPAASS**

Dr. Tom Greene requested feedback for the IEC to build the scaffolding for the governance councils to incorporate guidance for the accreditation self study. He noted he would like to see this process begin before the year's end. The council agreed to begin identifying an annual process, collect evidence as it develops, and create an outline of the evidence needed.

The council felt this is important to reduce the workload when accreditation time draws near and being conscience about achieving these goals. Ideas of reminding LTCC in upcoming Times/Digest editions circulated.

VP Administrative Services

Jeff DeFranco reported staff is working to move forward with the phone systems, select a vendor and wire the campus. A notice will be forthcoming to alert staff that office spaces will be reviewed to identify needs and to transition from our old phones to a new and improved system.

Fiscal staff is working towards identifying budgets to the managers. There are many unknowns but there is approximately a \$3 million dollar gap between expenditures and revenues. The task of reducing expenditures is going to be a focus and more information will be provided at the Spring planning session on March 13th.

Board of Trustees Agenda

The next Board meeting will be Tuesday, March 12, 2013 at 6:15 p.m. in the Board room. Dr. Greene reviewed the agenda and announced reports and action items. Reports include a PDL from Esta Lewin, a 2013 Spring Enrollment Report, 2013/14 preliminary budget outlook and an update on the 2013 graduation commencement.

Action items include approval of the District's budget calendar for 2013/14, approval of the BAG, agreement with CampusEAI for an updated version of the web content management system and revisions to the 2013/14 catalog.

Next Meeting Date

The next IEC meeting is scheduled on Thursday, April 11, 2013 from 1:00-3:00 p.m. in the Board Room.

Adjournment

Jon Kingsbury adjourned the meeting at 2:40 p.m.

Attachment:

Julie Booth
Secretary

APPROVED:

UNADOPTED MINUTES

INSTITUTIONAL EFFECTIVENESS COUNCIL
LAKE TAHOE COMMUNITY COLLEGE DISTRICT

AGENDA ITEM REQUEST

REPORTS CONSENT ACTION ITEMS

FROM: Superintendent/President

SUBJECT: Integrated Planning Guide (1st Reading)

Description of Item: The attached Integrated Planning Guide has been revised as part of LTCC's continued commitment to meeting the standards of Accreditation and ensuring the integration of planning and resource allocation. The Integrated Planning Guide provides the framework for the relationships between the planning process at LTCC and the annual budget cycle.

APPROVED for April 11, 2013 meeting

SIGNED: _____
IEC Chair

DATE: _____

SIGNED: _____
Superintendent/President

DATE: _____

2013

Integrated Planning Guide

DRAFT

Office of Institutional
Research and Planning
(OIRP)

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INTEGRATED PLANNING GUIDE

LAKE TAHOE COMMUNITY COLLEGE (LTCC)

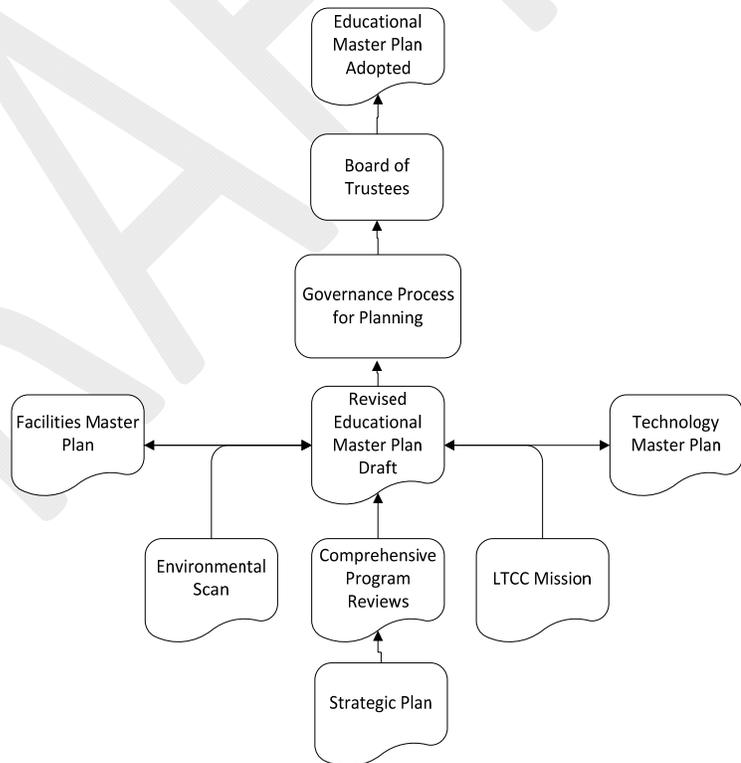
OVERVIEW

College planning represents a systematic process whereby institutional and individual inquiry and decision-making are prompted and supported by data about student learning, student achievement and institutional outcomes. The following *Integrated Planning Guide* describes College planning processes, the inter-relationship between various plans, and the means by which the planning process drives resource allocation both in the short- and long-term. Appendices are included to provide definition of the terms used in the planning process, diagrams of the individual as well as integrated processes, and an expanded timeline of the primary planning activities is provided in Appendix A.

EDUCATIONAL MASTER PLAN (EMP)

The Educational Master Plan (EMP) describes the strategic issues that the College must address over the next six years in order to continue to fulfill its mission. The foundation of the EMP is Program Review, the results of which, when considered collectively, describe the human, technology, and facilities issues/needs necessary to continually support College programs.

The Technology and Facilities Master Plans are components of the EMP that identify specific needs (i.e. expansion, replacement, refresh) and trends, and describe future directions related to technology and facilities. The EMP is both shaped by these two plans as well as prompts their review and revision.



The Technology Master Plan identifies both the necessary resources to support the ongoing technology infrastructure of the College, as well as any additional resources needed based on specific projects identified in Program Review. Further, program development, expansion, or reorganization prompted through the EMP process provides further guidance to the development of this plan.

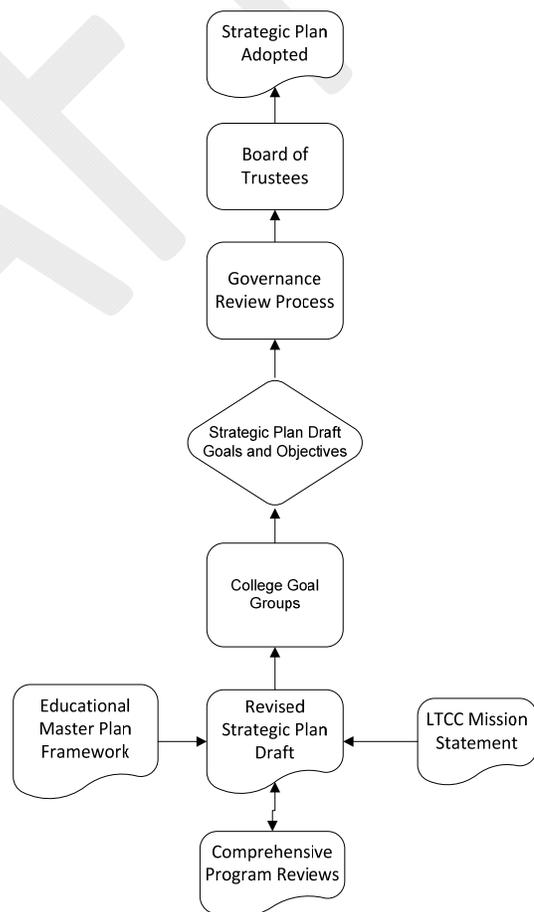
The Facilities Master Plan identifies both the necessary resources to maintain the physical infrastructure of the College, as well as any additional resources needed based on specific projects identified in Program Review, and program development, expansion, or reorganization prompted through the EMP process.

The Educational Master Plan also incorporates other data from both the College’s external and internal environment. The process of updating the Educational Master Plan involves collectively analyzing these data through a collaborative process in order to identify trends, opportunities, and challenges (i.e. Strategic Issues) that will shape the future of the College. These Strategic Issues are central to and form the basis of the EMP. Moreover, these Strategic Issues provide the framework for the strategic planning process, and thereby become the means by which the College aligns its master and strategic planning processes. The process of updating the EMP occurs every six years. However, the College has moved forward by two years, the next update of the EMP so that it no longer conflicts with the Accreditation Self-Study cycle.

STRATEGIC PLAN

The Strategic Plan is the vehicle by which the College establishes a small number of clear and succinct goals and corresponding objectives intended to address the Strategic Issues identified in the Educational Master Plan. These Strategic Goals and Objectives guide operational planning for each fiscal year at the Program and Unit level, as well as provide the performance indicators and benchmarks necessary to assess progress toward their achievement.

Strategic Goals and Strategic Objectives are identified through a collaborative process, beginning with a day-long retreat involving a representative group of faculty, students, staff, administrators, and board of trustee and community members. Through facilitated dialogue organized around the Strategic Issues identified in the Educational Master Plan, this large group identifies an initial or potential set of Strategic Goals. Subsequently, focus groups are formed around each Strategic Goal to further examine and clarify each goal, identify the specific Strategic Objectives related to each goal, and begin the process of identifying the performance indicators that will be used to measure progress toward their achievement. The culmination of this work is the College’s Updated Strategic Plan. The Strategic Plan is reviewed annually



each fall to assess progress toward meeting strategic goals and objectives. Comprehensive updates occur on a regular cycle (see Appendix B).

COMPREHENSIVE PROGRAM REVIEW (CPR)

Program review is a well-established process, with each department and program at the college participating in program review on a regular cycle. The Comprehensive Program Review (CPR) entails a complete analysis of an individual program as outlined in the Comprehensive Program Review Guide (2013), in order to establish program review goals and objectives that will guide the annual program review (APR) process and resource allocation requests over the subsequent program review cycle. Specific requests related to human, technology, and facility resources are identified for integration and prioritization through the master plans of the College.

Academic Programs undergo Comprehensive Program Review on a 6-year cycle. Beginning in the fall of the review year, the program or department organizes a committee to assist in the review process by providing feedback and additional perspective. The make-up of this committee is at the discretion of the chair of the program review process for the specific department or program, but should be sufficient in both size and character to provide necessary and useful input. The specific structure and contents of the Program Review document are outlined in the Program Review Guide.

The Career and Technical Education (CTE) Programs undergo Comprehensive Program Review on a 3-year cycle to maintain currency in the face of changing industry trends that can potentially influence the content and direction of the program. Similar to the process for academic programs, CTE programs form a committee to assist in the review. Specific to CTE programs, however, Community Advisory Boards (CABs) can be utilized for this process.

Administrative and Operational Departments undergo Comprehensive Program Review on a 6-year cycle. Administrative Units include the President's Office, Instruction Office, and Business Services while the Operational Departments consist of Computer Services, Maintenance and Operations, and Fiscal Services. The specific structure and contents of the Program Review document are outlined in the Program Review Guide.

Student Services Programs undergo Comprehensive Program Review on a 6-year or 3-year cycle in order to facilitate the adaptation to the constantly shifting environment of categorical funding of services and ever changing needs of students. The duration of the cycle for student services programs is determined through consultation between the VP – Academic Affairs and Student Services and the Dean of Student Services.

ANNUAL PROGRAM REVIEW (APR) AND UNIT PLANNING (AUP) PROCESS

The program review process includes an annual update designed to assess progress toward the achievement of previously established program review goals and objectives and allow for their modification or revision. The APR ensures that the planning process is ongoing and dynamic. As shown

in Appendix C, there are parallel planning processes occurring each academic year. Beginning in the Fall quarter, Fact Book and other data drive APR process, providing information related to student success and achievement. As part of the APR, the previous year's activities are reviewed based on relevant data and information is examined in order to determine their effectiveness.

ANNUAL UNIT PLANNING (AUP) PROCESS

The annual unit planning (AUP) process is the vehicle for establishing “actions” for further progress toward goals and objectives outlined in the CPR, and reviewed annually through the APR process. Actions are intended to be completed in the short-term and should be directly linked to goals and objectives from the CPR. Each action within a program/unit is prioritized and any resources necessary to accomplish the action are identified as part of the process.

New actions are identified for implementation during the successive year. Each of these actions and any corresponding resource/budget requests are prioritized in preparation for the annual budget process that begins in February each year. The review of budget requests at the department, division, and administrative area level focuses on the prioritization of resource allocation with the goals and objectives of the College outlined in the strategic plan and the alignment of program review and unit planning with those goals and objectives.

RESOURCE ALLOCATION PROCESS

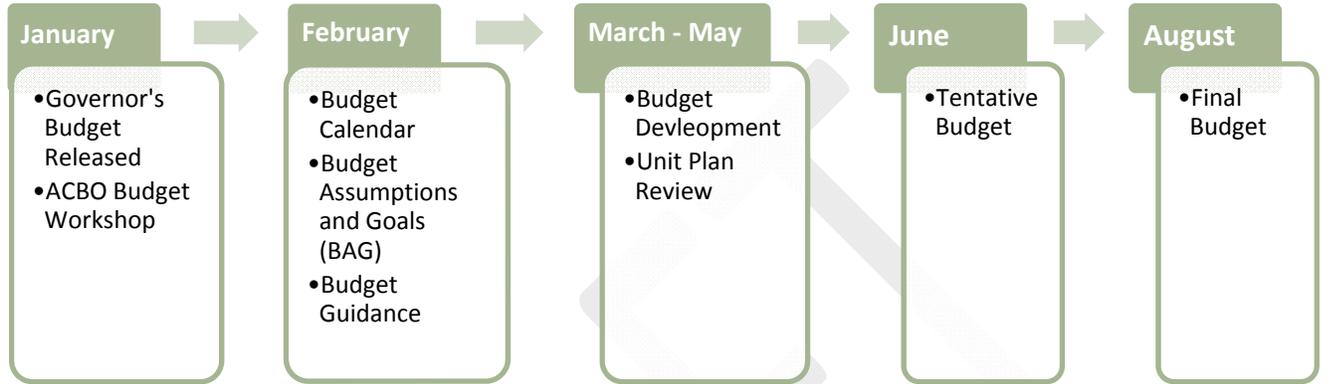
Each year after the presentation of the Governor's Budget in January, the Budget Council will review the best available information related to the Federal, State, and local fiscal environment in combination with the College's resource projections (e.g., FTES) in order to recommend the Budget Assumptions and Goals (BAG), Budget Calendar, and Budget Guidance to the Superintendent/President for review with the President's Council (PC). The documents are then reviewed by the Institutional Effectiveness Council (IEC) and a final recommendation is made to the Superintendent/President. By February of each year the Superintendent/President will present to the Board of Trustees the BAG, Budget Calendar, and Budget Guidance in compliance with Title 5 regulations. Budget Guidance is provided to the College budget managers to give direction on resource allocation, realignment, and reductions.

Unit Plans are submitted to the department heads for review and prioritization of resource requests based on the APR and AUP process. Department prioritization is further refined at the Division level. From there, each respective Administrative Area (i.e., Academic Affairs and Student Services, Administrative Services, and the President's Office) prioritizes budget augmentations, revisions, and reductions from the Division level. Prioritized requests for augmentations, realignments, and reductions will be presented to President's Council for review to ensure alignment with the Strategic Plan and fidelity to Budget Guidance.

Prioritized requests for augmentations, realignments, and reductions will be presented to the Budget Council for recommendations to the Institutional Effectiveness Council (IEC). The IEC will review the Budget Council recommendations and recommend to the Superintendent/President a Tentative Budget

(June) and Final Budget (August), which are subsequently recommended to the Board of Trustees for adoption (see Figure below).

BUDGET DEVELOPMENT TIMELINE



APPENDIX A – TERMS AND DEFINITIONS

In order to maintain consistency among the planning processes of LTCC, it is necessary to establish agreed upon definitions of terms used in those processes.

- **Administrative Area** – highest College collection of divisions; there are three Administrative Areas at LTCC: Academic Affairs and Student Services, Administrative Services, and the President/Superintendent
- **Division** – higher level College area that may contain departments, programs, and units.
- **Department** – individual instructional, student support or operational area within the College.
- **Program** – entity within the College that engages in the process of Program Review and may contain one or more specific units.
- **Unit** – the smallest entity within the College that engages in a planning process to establish actions linked to objectives and goals. Units are located within programs as defined through Program Review.
- **Strategic Issue** – an area of focus derived from the review of internal and external environmental scans used to guide lower level planning processes.
- **Strategic Goal** – general statements of desired direction and/or outcomes used to coordinate actions of the College in order to address Strategic Issues
- **Strategic Objective** – specific statements that include metrics, benchmarks, or other measureable outcomes used to evaluate progress toward achieving strategic goals and the effectiveness of actions of the College
- **Program Review Goal** – general statements of desired direction and/or outcomes used to coordinate actions of departments, programs, and units
- **Program Review Objective** – specific statement that include metrics, benchmarks, or other measureable outcomes used to evaluation progress toward achieving program review goals and the effectiveness of actions of the department, program, or unit
- **Actions**– specific activities to be carried out in order to achieve identified objectives.
- **Academic Departments** – instructional departments at the College.
- **Student Support Services** – programs and areas that provide primarily student support, including categorically funded, grant funded, and other areas.
- **Administrative Units** – administrative offices at the College that oversee operational and/or instructional departments.
- **Career and Technical Education (CTE) Programs** – programs that lead to a CTE certification and are primarily vocational in character.

APPENDIX B – LTCC SIX YEAR PLANNING CYCLE

Academic Year (AY)	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Accreditation	Self Study	Visit					Self Study	Visit				Self Study
Mission	Review	Review	Review	Review	Review	Review	Review	Review	Review	Review	Review	Review
EMP	Comprehensive Update	Review	Review	Comprehensive Update	Review	Review	Review	Review	Review	Comprehensive Update	Review	Review
Environmental Scan			Scan					Scan				
Student Survey		CCSSE			CCSSE			CCSSE			CCSSE	
Faculty/Staff Survey	FSES		FSES		FSES		FSES		FSES		FSES	
Strategic Plan	Comprehensive Update	Review	Review	Review	Comprehensive Update	Review	Review	Review	Review	Comprehensive Update	Review	Review
CPR – Academic and AUs		6 year Cycle	6 year Cycle	6 year Cycle	6 year Cycle		6 year Cycle	6 year Cycle	6 year Cycle	6 year Cycle	6 year Cycle	
CPR – CTE and SSS		3 year Cycle	3 year Cycle	3 year Cycle	3 year Cycle		3 year Cycle	3 year Cycle	3 year Cycle	3 year Cycle	3 year Cycle	
APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP
Budget Development	Annual Budget	Annual Budget	Annual Budget	Annual Budget	Annual Budget	Annual Budget	Annual Budget	Annual Budget	Annual Budget	Annual Budget	Annual Budget	Annual Budget

Table 1 – NOTE: Data gathering efforts (e.g., CSSE, Environmental Scans) are timed to inform subsequent plan updates (e.g., EMP)

APPENDIX C – LTCC ANNUAL PLANNING AND RESOURCE ALLOCATION CYCLE

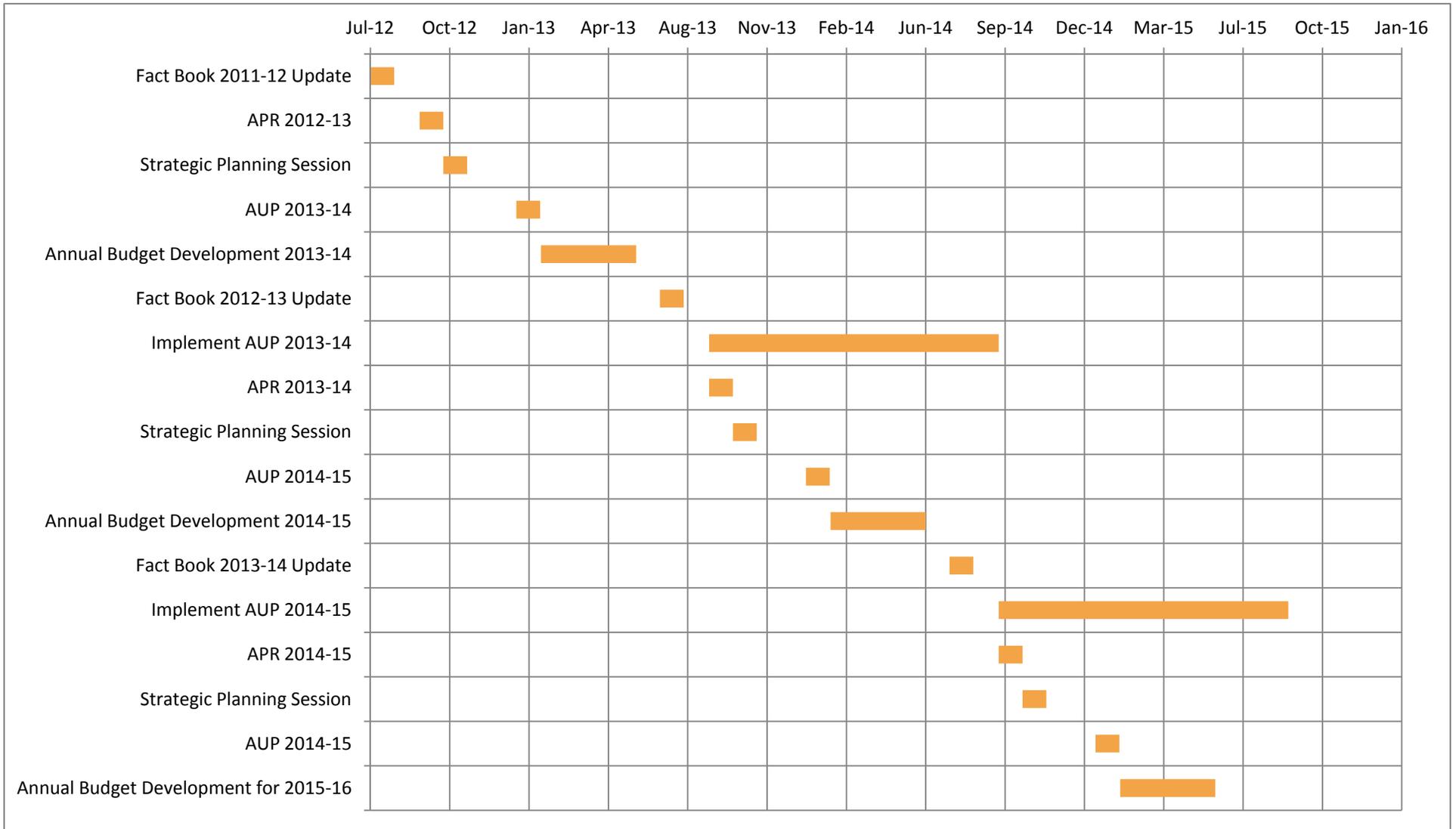


Figure 1

The start date and duration of annual planning activities is described in Table 2 below, and represented in Figure 1 above.

<u>Planning Activity</u>	<u>Start</u>	<u>Duration (Days)</u>	<u>Completion</u>
Fact Book 2011-12 Update	7/1/2012	30	31-Jul
APR 2012-13	9/1/2012	30	1-Oct
Strategic Planning Session	10/1/2012	30	31-Oct
AUP 2013-14	1/1/2013	30	31-Jan
Annual Budget Development 2013-14	2/1/2013	120	1-Jun
Fact Book 2012-13 Update	7/1/2013	30	31-Jul
Implement AUP 2013-14	9/1/2013	365	1-Sep
APR 2013-14	9/1/2013	30	1-Oct
Strategic Planning Session	10/1/2013	30	31-Oct
AUP 2014-15	1/1/2014	30	31-Jan
Annual Budget Development 2014-15	2/1/2014	120	1-Jun
Fact Book 2013-14 Update	7/1/2014	30	31-Jul
Implement AUP 2014-15	9/1/2014	365	1-Sep
APR 2014-15	9/1/2014	30	1-Oct
Strategic Planning Session	10/1/2014	30	31-Oct
AUP 2014-15	1/1/2015	30	31-Jan
Annual Budget Development for 2015-16	2/1/2015	120	1-Jun

Table 2

APPENDIX D – DEPARTMENTS AT LTCC

<u>Department</u>	<u>Department</u>
Addiction Studies	Music
Allied Health	Physical Education
Anthropology	Philosophy
Art	Physical Science
Biology	Physics
Business	Political Science
Computer Applications	Psychology
Community Education	Religion
Chemistry	Real Estate
Computer & Information Science	Sociology
Construction Trades	Speech
Communications	Theatre Arts
Counseling	Work Experience/Internship
Criminal Justice	Wilderness Education
Culinary Arts	World Languages
Dance	Admissions and Records
Disability Resource Center	Business Office
Early Childhood Education	Child Development Center
Economics	Computer Services - Information Technology
Education	Fiscal Services
English	Foundation
English as a Second Language	Human Resources
Ethnic Studies	Instruction Office
Environmental Science	Institutional Research and Planning
Fire Science	Library and Media Services
Forestry	Maintenance and Operations
Geography	Public Information Office
Geology	President's Office
Green Sustainable Education	Reprographics
Home Economics	Student Services - Counseling
History	Student Services - Financial Aid
Horticulture	Student Services - TRIO
Hotel & Restaurant Management	Title III
Humanities	Tutoring and Learning Center
Mathematics	Workforce Preparation Services

Table 3

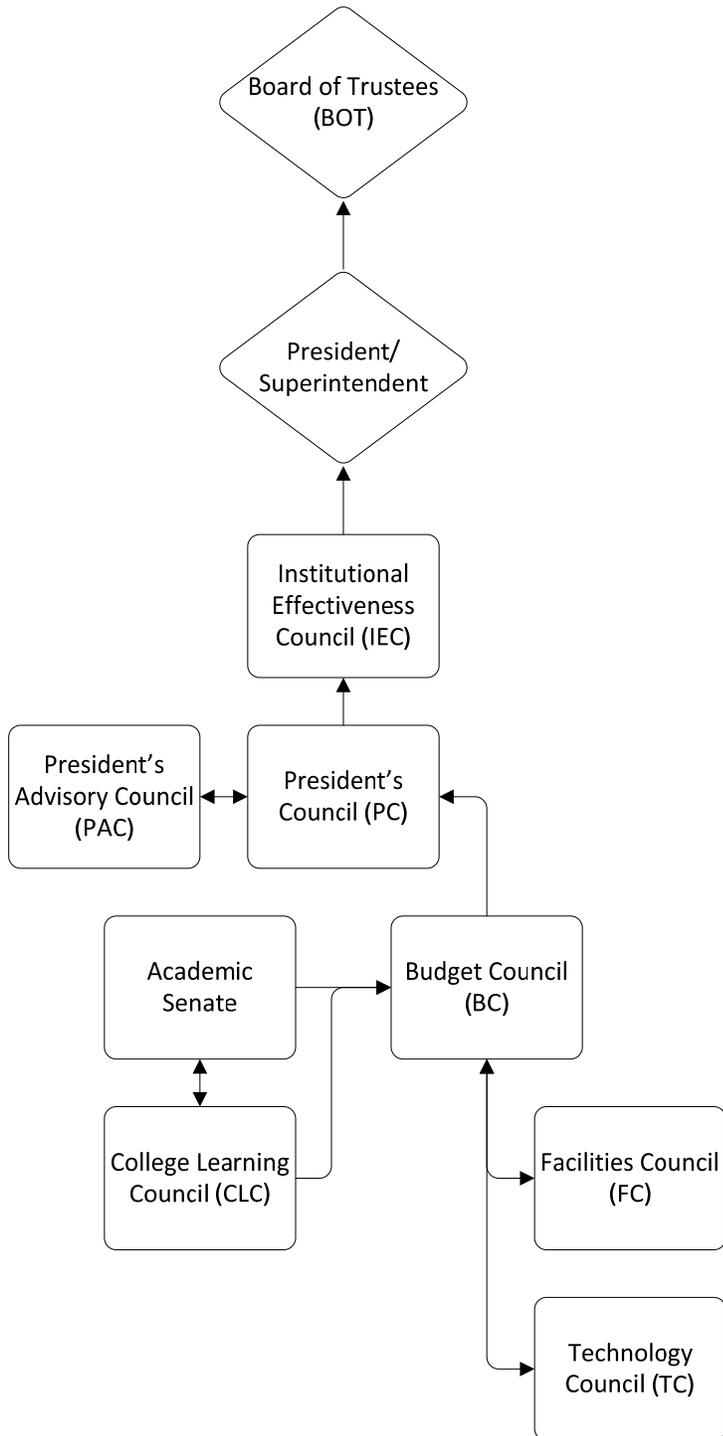


Figure 2: Governance process for planning

